

Penn Cambria Curriculum

Course Name	Desktop Publishing
Length of Course	½ credit (1 quarter in block schedule)
Grade Level	9-12
Prerequisites	None
Course Description	Students in this elective course will learn the basics of desktop publishing including elements of design, copyright awareness, page layout, typography, graphics, proofing, printing and publishing. An emphasis will be placed on the authentic application of these skills as students complete real-world projects including projects for school organizations and the local community.
Units of Study	What is Desktop Publishing? Using Desktop Publishing Software Copyright and Digital Citizenship Graphic Design Basics
Materials	Text: N/A Supplemental Materials: Lessons and projects created by PC teachers in BlendedSchools/Blackboard

NETS-S Standards Alignment:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools on the appropriateness to specific tasks.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- Advocate and practice safe, legal, and responsible use of information and technology.
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies.

Unit: What is Desktop Publishing?

Estimated Time: 2-4 Class periods

Standard Alignment:

- 3.7.12-D – Evaluate the effectiveness of computer software to solve specific problems.
- 3.7.12-E – Assess the effectiveness of computer communications systems.

Curricular Objectives:

Students will:

- a. Define desktop publishing and identify various desktop publishing software and web-based applications
- b. Compare desktop publishing and other productivity software applications
- c. Identify types of documents (print, multimedia, and web-based) created using desktop publishing skills.

Assessments/ Measurement of Objectives:

- Objective quiz
- Student presentation
- Question and answer

Suggested Methods of Instruction / Learning Activities:

- Student research
- Web-based activities
- Direct instruction
- Student creating assessment

Unit: Using Desktop Publishing Software

Estimated Time: 3-4 weeks

Standard Alignment:

- 3.7.12-D – Evaluate the effectiveness of computer software to solve specific problems.
- 3.7.12-E – Assess the effectiveness of computer communications systems.

Curricular Objectives:

Students will:

- a. Demonstrate the effective use of text boxes in documents created for a specific purpose.
- a. Demonstrate the effective use of graphics in documents created for a specific purpose.
- b. Demonstrate the effective use of various objects (tables, shapes, charts, quotes, sidebars, etc) in documents created for a specific purpose.
- c. Demonstrate the ability to proofread documents carefully to correct mechanical and content errors.
- d. Demonstrate the ability to print and/or publish student-created documents.

Assessments/ Measurement of Objectives:

- Student created documents
- Student presentations
- Authentic projects

Suggested Methods of Instruction / Learning Activities:

- Re-create an advertisement (advertisement production)
- Entertainment Company Brochure
- Art Museum Brochure
- Travel Brochure
- Create a greeting card
- Self-campaign Project

Unit: Copyright and Digital Citizenship

Estimated Time: 1-1 1/2 weeks

Standard Alignment:

- 3.7.12-D – Evaluate the effectiveness of computer software to solve specific problems.
- 3.7.12-E – Assess the effectiveness of computer communications systems.
- 3.8.12-A – Synthesize and evaluate the interactions and constraints of science and technology on society.

Curricular Objectives:

Students will:

- a. Describe basic principles of copyright law.
- b. Identify and use the four principles of fair use to evaluate copyright compliance in various documents.
- c. Describe creative commons licensing and compare and contrast various types of creative commons licenses.
- d. Read license agreements for clip art, graphics and other objects and determine whether intended use is appropriate.
- e. Demonstrate copyright compliance and good digital citizenship in student-created documents (online and print).

Assessments/ Measurement of Objectives:

- Objective quiz
- Classroom activities
- Evaluation of student created documents for copyright compliance

Suggested Methods of Instruction / Learning Activities:

- Social bookmarking –various sites for clip art/graphics
- Copyright quiz
- Fairly use tale
- Lessons from copyright kids!
- Booklet on: Creative commons, fair use, license agreements

Unit: Graphic Design Basics

Estimated Time: 3-4 weeks

Standard Alignment:

- 3.7.12-D – Evaluate the effectiveness of computer software to solve specific problems.
- 3.7.12-E – Assess the effectiveness of computer communications systems.

Curricular Objectives:

Students will:

- a. Identify basic elements of design and evaluate use of these elements in various documents (ex. line, shape, size, texture, color, value, typography).
- b. Apply basic elements of design in student-created documents (ex. line, shape, size, texture, color, value, typography)
- c. Identify basic principles of design and evaluate use of these principles in various documents (ex. balance, repetition, contrast, harmony, dominance, unity, variety, proportion, color theory).
- d. Apply basic principles of design in student-created documents (ex. balance, repetition, contrast, harmony, dominance, unity, variety, proportion, color theory).
- e. Identify various types and templates of page layouts and analyze effectiveness of each for a specific purpose.
- f. Apply appropriate page layouts in student-created documents for a specific purpose.

Assessments/ Measurement of Objectives:

- Student evaluations of various documents
- Student projects
- Objective quizzes
- Tests

Suggested Methods of Instruction / Learning Activities:

- Menu project
- Magazine cover project
- Halloween brochure (or Cupid or Leprechaun)
- Redesigning a Product Package (ex: cereal box)
- Cruise ship mania project
- Various authentic projects / items for community groups and local organizations